Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a

Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

|  |  |
| --- | --- |
| Your Name | Jordan DeMillo |
| What is the performance task for your unit? | To develop a website using Weebly that gives insight to the Ancient institutions that led up to the Greek empire and those that the Greek empire perfected. |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | They have a choice of using i-movie or moviemaker, but instead they can just find movies online and upload them to the site. |
| Lesson # in which students will create the performance task | 6 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

|  |  |  |
| --- | --- | --- |
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| They will need to know how to navigate Weebly and create a website. They will also need to know how to find and upload copyright appropriate photos and videos. | http://www.youtube.com/watch?v=xnh4lL9SBKk | I could have them start to practice uploading photos and videos to the weebly early on when they learn about an important institution. This will allow them to practice as well as get a start on their projects. |
|  |  |  |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

|  |  |  |
| --- | --- | --- |
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| They will need to know how to upload videos and photos that are copyright safe. If they choose to make a video they will need to know how to shoot the video, upload the video, edit the video, and publish the video onto the sight. | http://www.youtube.com/watch?v=AnHgcRccDmY | They will be doing multiple projects that require them to make personal videos well before this project. They will have multiple opportunities to develop their skill on how to make movies/videos. |
|  |  |  |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

|  |  |  |
| --- | --- | --- |
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| They will need to know how to edit movies or audio clips so they are finalized for the website. They will also need to make sure that they can proofread and edit their text that will be going into their Weebly. | <http://www.youtube.com/watch?v=uyzN39-QvNs> editing movies  <http://www.youtube.com/watch?v=iY09Wc7vMO4>  proofreading text |  |
|  |  |  |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

|  |  |  |
| --- | --- | --- |
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| They will need to know how to export or upload videos. | <http://www.youtube.com/watch?v=yIEPCljzSFw>  uploading moviemaker  <http://www.youtube.com/watch?v=2rhkhiD24Zc>  uploading i-movie | They will be required to upload movies during other projects onto YouTube so they will have practice prior to the Weebly. |
|  |  |  |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki’s privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter’s tools in PowerPoint, etc.)

|  |  |  |
| --- | --- | --- |
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| They will need to make sure their sections are organized and the layout is easy to navigate. | They will learn organization skills prior to the Weebly project. Each of their lessons will ask them to use graphic organizers as well as make their projects organized and easy to use. | They will practice organization and finalization skills repeatedly. |
|  |  |  |